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ABSTRACT

This manual presents the major lessons learned about how national authorities, individual institutions, and individual educators can work to increase the impact of the Associated Schools Project (ASP) schools and spread it to other parts of the educational system. ASP is a project of the United Nations Educational, Scientific and Cultural Organization (UNESCO) begun in 1953 in order to promote education for international understanding through the conduct of experimental teaching activities. In particular, the growth of the ASP is presented as an example of a world-wide "multiplier effect," i.e., quantitative growth in numbers in participating countries, institutions, teachers and students accompanied by an extension of qualitative impact. Part 1 provides an overview of how to set goals for ensuring that results of ASP activities make an impact in national educational systems. This part includes sections on roles for senior authorities and decision makers, international education, current goals in ASP work, and multiplier effects as goal actions. The remainder of the manual deals with proven strategies for increasing the multiplier effect, starting at the school and moving to the regional, national, and international levels. The manual concentrates on measures that will increase the use of results from the ASP schools. (JB)

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ED 387 444

A WORLD OF LEARNING

Practical manual

Enhancing the mulltiplier effect of the Associated Schools Project

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A WORLD OF LEARNING

PRACTICAL MANUAL

Enhancing the multiplier
effect of the
Associated Schools Project

UNESCO

1994

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ABBREVIATIONS

ASP	Associated Schools Project
IRP	Interregional Project

NOTE:
The term "international education" is used throughout the text to refer to: "Education Concerning International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Fredoms", as defined in the 1974 Recommendation of the UNESCO General Conference on the topic.

INTRODUCTION

His Exc. the Hon. Ramrekersingh, Minister of Education, Trinidad and Tobago inaugurates Third IRP Consultation.

The spread of ASP: a world-wide multiplier effect

The UNESCO Associated Schools Project (ASP) was begun in 1953 as a small-scale experiment by a handful of countries in order to prepare children and young people to contribute actively to the promotion of international understanding and cooperation. In four decades, the project has grown to become a world-wide operation embracing more than 2800 institutions in more than 114 countries. In this period, it has pioneered teaching on themes that are of interest to all humanity but have often been neglected in the traditional school curricula: the study of world concerns and the role of the United nations in solving them, defense of human rights, intercultural/ multicultural education to promote understanding between different groups, races and cultures, and environmental issues. The fact that some of these topics have penetrated the official teaching programmes of increasingly large numbers of countries should not obscure the fact that teachers in ASP schools were and often remain among the first in their educational systems to accept the challenge of moving into new areas, cutting across traditional subject boundaries and working in teams for multidisciplinary approaches.

> The UNESCO Associated Schools Project is considered to be an ideal vehicle for Member States of UNESCO to carry out programmes of Education for International Understanding, Co-operation, Peace and Human Rights...Educators world-wide are becoming increasingly concerned about the need to integrate these principles in national educational policy. **Hon. Augustus Ramrekersingh, Minister of Education, Trinidad and Tobago.**

> There must be peace, peace which does not mean absence of war but harmony with nature and caring for the environment...Only children can change adults, only they can achieve peace, that peace which - as the president of Costa Rica has said - is the fruit of development and justice. **H.E. Gloria Bejarano de Calderón, First Lady of Costa Rica.**

In preparing students to help solve the pressing world issues awaiting them, the Associated Schools often use both cognitive and socio-affective approaches. International comprehension requires positive attitudes, behaviours and a life-long commitment.

The growth of the Associated Schools Project constitutes a vivid example of what constitutes a world-wide **MULTIPLIER EFFECT**. **Quantitative growth** in numbers of participating countries, institutions, teachers, and students has been accompanied by an **extension of qualitative impact**. Working in parallel with like-minded groups and individuals, the ASP schools have been a major force in pushing for greater involvement of educational systems in preparing students for their lives as citizens in a world of increased interdependency.

Member States of UNESCO launched the Associated Schools Project in 1953 in order to promote education for international understanding through the conduct of experimental teaching activities. They clearly intended the ASP schools to have such a multiplier effect in national educational systems and reaffirmed this intention in the 1974 General Conference recommendation on international education.

> Member States should take advantage of the experience of the Associated Schools which carry out, with UNESCO's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. **UNESCO General Conference Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974).**

Changes in national curricula are only one aspect of impact on education achieved by ASP schools and their partners. In many cases the prime impact has been on the quality of teaching and the internal spirit of individual participating schools, radiating through the enthusiasm of students and teachers into the surrounding communities. Students from ASP schools are often leaders in community development, actively involved in campaigns ranging from promoting better neighbourhood relations between different racial and ethnic groups to planting trees as a public example of concern for the environment.

The ASP schools have proven their value in improving the humanistic, cultural and international dimensions of education. Noting that their greatest successes in some countries were achieved at the level of individual schools and communities, many participants have long felt that greater use should be made of their results and innovations, particularly in the fields of improved educational methodology, content and materials. As a result, an Interregional Project (IRP) was organized from 1988 to 1992 with the participation of 11 countries from different world regions, along with several observer countries. The main objective was to find ways of achieving a greater multiplier effect in the form of impact of the ASP schools within their national environments. The IRP attempted to establish greater linkages outside the ASP system and to have a multiplier effect at all levels - in the school, in the community and at national, regional and international levels. In extremely varied cultural settings, the participants experimented with collaboration between national ASP programmes based on developing and sharing teaching materials on the study of world problems

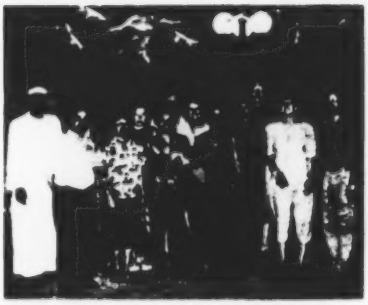
> During the last three years the Baltic Sea Project has proved that schools can act favourably for a better environment...As far as I can see, one of the challenges for schools in the 90's will be to include environmental education as an integrated part of the school's educational and general activities. Every child has the right to acquire environmental awareness. If we can provide these decision-makers of tomorrow with such information, and skills and values that are needed to make decisions for a better environment - only then can we expect a brighter future. **Hon. S. Pietikäinen, Minister of the Environment, Finland.**

such as human rights, development issues and environmental education. One of the project highlights was a multilateral project on the Baltic Sea initiated by Finland as part of its contributions to the IRP. Additional regional and interregional co-operative projects have been initiated or planned for the coming years.

Major lessons in this manual

This manual grew out of the IRP, but it should be viewed as the by-product of four decades of development. Its purpose is to make accessible the major lessons learned about how national authorities, individual institutions and individual educators can work - each in his or her own way - to increase the impact of ASP schools and spread it to other parts of the educational system. Perhaps the greatest lesson to be learned from this experience is that success depends upon sustained long-term effort at different levels of responsibility.

1. Initiatives by **individual educators** make an enormous difference in the impact of the ASP schools in improving education. Where individuals take responsibility for furthering the project, it advances well. This applies to individual teachers, teacher groupings, institutional heads (principals/ headmasters), regional and local education officials, national educational officials, and National Commissions for UNESCO.
2. **National and regional co-ordinators** are needed to ensure co-operation between levels of educational systems and across different types of institutions. Individual initiatives may achieve improvements in teaching in a school or grouping of schools, but **co-ordinated initiatives at several hierarchical levels of the educational system** are required to make a lasting impact on a broad scale.
3. Support from **senior educational authorities and decision makers** is necessary for using ASP results to make lasting changes in an educational system. Only high-level decisions can ensure that worthwhile results will be applied broadly through the approved curriculum or teaching syllabi, reflected in approved textbooks and teaching resources, and supported through teacher training in pre-service institutions and official in-service training programmes.
4. **National authorities** are responsible for assisting flows of information. They should establish effective systems of transmitting information on the results achieved to the **UNESCO Secretariat**, which ensures diffusion on an international level, so that countries can share experiences and learn from each other.



Participants attending Second IRP Consultation in N'djamena, Chad.

In practice, almost all ASP projects involve strong personal initiatives by highly motivated groups of teachers. The cornerstone of success for the ASP has always been the role of committed teachers in generating innovations that work in realistic teaching situations.

How the manual is organized

When you read this manual, you should realize that it is written for a variety of different users living in more than 100 countries. Some of it may not be directly relevant to your personal concerns but, in most cases, it is hoped that every type of user will find something of use in each section.

Its organization is simple. Part 1 provides an overview of how to set goals for ensuring that results of ASP activities make an impact in national educational systems. The remainder of the manual deals with proven strategies for increasing the multiplier effect, starting at the school and moving to the regional, national and international levels.

The manual concentrates on measures that will increase the use of results from the ASP schools. For information on setting up and running the project, readers may consult: *Partners in Promoting Education for International Understanding:* ***Practical Manual*** *for Participation in the UNESCO Associated Schools Project,* available from the UNESCO Secretariat.

First IRP Consultation at the UNESCO Principal Regional Office for Asia and the Pacific, Bangkok, 1988.

GOAL SETTING

1. Roles for Senior Authorities and Decision Makers

This manual is intended not only for educators participating in the ASP network but also for senior authorities and decision makers whose role is to set the objectives for the network in their country or jurisdiction and to decide what support it should receive in relationship to other national educational programmes. The IRP revealed that the project was by far the most effective in those countries where senior level authorities gave it support and encouragement.

STRATEGIC DECISIONS MADE ON A REGULAR BASIS

More than a hundred countries have made a basic decision to become members of the Associated Schools Project, and in each one, schools have been authorized by their authorities to participate. Whether the membership in ASP dates back four decades or only a few months, strategic decisions must be made on a regular basis about continued participation, even if the decision is simply to continue the project unchanged. Although day-to-day operations of the ASP network are usually the responsibility of a national co-ordinator or co-ordination unit, strategic decisions at the senior level have a major influence in determining the long-term impact of the Associated Schools on national education systems.

RESPONSIBILITIES: GOALS RESOURCES RESULTS

The co-ordination of ASP schools should be viewed as the extension of higher-level policies for promotion of international education in the framework of general priorities for educational development. Seen in this context, the minimum role of senior-level authorities, consists of: (a) setting general goals for the project as a basis for its co-ordination, particularly with a view to achieving a 'multiplier' effect; (b) providing resources suitable to the goals; (c) reviewing results of work in the ASP schools in the light of whether they should be adopted into the mainstream of education. The remainder of this section deals with issues relevant to goal-setting to achieve a multiplier effect. Providing resources and the issue of applying results in the mainstream of education are treated in the section on multiplier effects at the national level.

2. International Education and Other Priorities

TRADEOFFS BETWEEN OPTIONS

Faced with limited resources, educational authorities are obliged to decide how they will use them. Typical decisions take the form of a tradeoff between two or more options, such as: In the coming year should we devote extra resources to improving the quality of science education in secondary schools or to strengthening the mathematics

curriculum in the later years of primary school? Should more time in the school day be given to the teaching of writing skills and, if so, what other parts of the curriculum will get less time?

Deciding to join the Associated Schools Project requires balancing long-term and short-term views of national priorities and educational objectives. Most of the pressures on contemporary educational decision-makers are to achieve immediate goals whose benefits are measurable in the short term by public opinion and which contribute to a recognized *national* objective, such as strengthening civic spirit, developing a more skilled labour force, or increasing national capacity in science and technology. But a broad view of education requires attention to cultural and humanistic concerns whose benefits are also tangible but far less easy to measure.

Throughout the world, national education authorities have recognized that the teaching programmes of Associated Schools focus on topics of great relevance to everyday life. The Project has pioneered education in areas such as defence of the environment, promotion of human rights, study of other countries, understanding of other cultures (including multiple cultures within the same national boundaries), and international understanding, co-operation and peace. Criticized by some observers in the past as an almost utopian investment in a better world, the objectives of the ASP have won widespread recognition for their importance in the contemporary world.

IMPLICATIONS FOR ALL NATIONS IN AN INTERDEPENDENT WORLD.

Participation in the ASP represents a strategic decision to promote the study of issues that have not only long-term value but also immediate implications for all nations in an increasingly interdependent world.

Most national educational curricula already include at least a few topics that fall within the ASP schools' mandate. As a result, educational authorities in almost any country are in a position to move immediately to promote international education *within* the existing structure of subjects, even if the subjects are traditional and examination-oriented. In fact, many countries have revised the approved syllabi or curriculum structures of their elementary and secondary schools in order to give prominence to international education.

JOINING THE ASP ...A STRATEGIC OPTION

Joining the UNESCO Associated Schools Project represents an important strategic option in developing national capacity for international education. The ASP schools can play a useful role in all aspects of this development and can make contributions ranging from in-school pedagogical innovation to improvements in teacher training and experimentation of new curricula or syllabi.

3. Reflecting Current Goals in ASP Work

Associated Schools operate effectively and play an important role in educational improvement in countries with very different degrees of commitment to international education. In some places, ASP schools are, or have been, the first institutions ever to experiment with teaching on topics relating to international understanding. But even in places where the curricula/ syllabi at all levels of education give extensive coverage to international education themes, the Project continues to assist in programme renewal and professional development to meet the challenges of teaching in a rapidly changing world environment.

WHAT IF WE ALREADY HAVE INTERNATIONAL EDUCATION?

A question that is frequently asked about Associated Schools runs like this: "Our educational authorities have decided to introduce international education into the curriculum/ syllabi in all schools. Doesn't this mean that the Associated Schools no longer have a purpose? After all, now that the approach has been generalized, what makes Associated Schools different from other schools?" Educators who have experience in the process of translating a major national curriculum decision into teaching practice in schools generally answer this question with an emphatic: "Now you need the ASP schools more than ever."

A TIME TO MAKE GREATER EFFORTS

Many of the goals of international education --- including long-term attitudinal change in *all* students --- are extremely hard to achieve in practice and require continuing teacher commitment to dealing with difficult topics. Consequently a decision to make a major curriculum change in this field is a signal only that the time has come to make greater efforts than before to improve teaching. If the ASP were only relevant to one stage of development, such as initial experimentation with international topics before they have been introduced broadly into the teaching syllabi of the schools, then many of the older member countries would have dropped out long ago.

The Federal Republic of Germany, for example, was among the founding members of the Project but has continued to develop the Associated Schools as a major national commitment. This is done in spite of the fact - or perhaps *because* of the fact - that the school systems in different parts of the federation have made far-reaching changes to reflect international education. It appears that the ASP network continues to be viewed as playing a valuable part in promoting international education in Germany's post-reunification era. Similarly, it was some years *after* Sweden had made a decision to internationalize the school curriculum at all levels, that its educational authorities decided to re-join the Associated School Project.

4. Multiplier Effects as a Goal

National authorities have a major role in determining how results from the Associated Schools are to be applied. The IRP has shown that setting the goal of achieving multiplier effects can be an important part of a national strategy for developing international education.

WHAT IS A MULTIPLIER EFFECT?

The term *multiplier effect* has come to be widely used as a short expression to describe the process by which an initial effort at educational innovation results in a series of developments spreading far beyond the initial locus of the innovation. If a project in one school produces an idea that, with a certain amount of additional support, spreads to a hundred schools, the original effort is "multiplied" by a hundred.

No particular importance should be attached to the words used to describe the effects. The basic concept is simply this: with limited human and financial resources, schools and other educational agencies need to find ways of improving their work - ways of "innovating" or making "planned improvements" - where the investment of time and effort should be rewarded by widespread results. In the case of the ASP, this simply means that good ideas and techniques developed in the Associated Schools should be recognized and adopted in other institutions, so that the benefits can be widely enjoyed by other teachers and students.

IMPORTANCE OF EARLY INVOLVEMENT

Experience in the ASP has shown the importance of early involvement of authorities and agencies that may later be called upon to implement results. For centralized systems, the organs of the central ministry(ies) responsible for approving curriculum/ syllabi and textbooks obviously should be asked to contribute their ideas. In federative systems, relevant decision-makers may be located at the level of states or provinces. In countries where local educational authorities play a role in adapting and applying curricula, a clear strategy is required for involving them at appropriate stages of the work.

Roles may be defined also for teacher training institutions and specialized agencies responsible for activities such as curriculum development (curriculum centres, research and development institutes, and similar organizations). In many countries teacher-training schools are enrolled as active members of the ASP network.

INVOLVING EDUCATIONAL AUTHORITIES

Note to National Commissions
In many countries the Associated Schools Project is sponsored or co-sponsored by the National Commission for UNESCO, which may also be responsible for the co-ordination of project activities. In some cases, the National Commission is not structurally related to the ministry(ies) responsible for education. No matter where project responsibility is located, the issue remains: achieving a multiplier effect requires involvement by the key educational authorities and agencies who eventually will decide whether the results will be more widely used and in what form they may be used.

ACTION

1. Appropriate action by national authorities includes: a) setting a clear goal of achieving multiplier effects, b) involving relevant agencies and authorities in defining sub-goals and the best ways of achieving them, c) reviewing results and adjusting goals in the light of practice, d) deciding on how to use results on a broader basis.

2. Impact of the ASP can be strengthened if senior authorities review national goals and adopt a strategy for using the ASP that is appropriate to their stage of development of curricula for international education.

3. Goal setting for the ASP schools should seek to involve the relevant educational authorities, including specialized educational organs or agencies responsible for curriculum improvement, in order that project activities can be designed to make them relevant for broad-scale implementation.

4. Periodic review of the national ASP programme is necessary to ensure that its objectives and modes of operation are well suited to achieving an impact in the evolving educational context.

MULTIPLIER EFFECTS AT SCHOOL

Introduction: The Building Blocks of In-School Innovation

The ultimate test of innovative practices is whether they are effective in realistic school environments. For this reason, the basic organizational component of the Associated Schools Project is the school, a community of educators and students with shared goals of improving international education.

For purposes of simplicity, the project often distinguishes between three components of teaching: the teaching materials used (including textbooks), the methods used by the teachers, and the skills of the individual teachers in combining materials and methods in the classroom. But the overwhelming weight of opinion among participating educators is that, in practice, improvement in teaching requires that the three should be applied in an integrated fashion.

INTEGRATING THREE COMPONENTS IN TEACHING:
MATERIALS
METHODS
SKILLS

Over the years, specific projects have addressed how to make improvements in each of these building blocks of innovation, but the ASP has always based its approach upon the natural integration that occurs when teachers bring the components together in their classroom practice.

1. Innovative Teaching Materials

RATIONALE

In this discussion, teaching materials are taken to include *both* materials for direct use by students in the classroom - books and other printed matter, audiovisual resources and similar - *and* documents that are prepared to assist teachers in structuring their pedagogical tasks - teaching guides, suggested lesson plans, guidelines for student projects, and other materials intended mainly for teachers.

The implications of developing new or better teaching materials within the ASP depend upon the contexts of the countries participating. In resource-poor environments, scarcity of the most basic classroom materials and textbooks is common, even for main subjects in the school curriculum, whereas schools in highly industrialized environments may have access to very rich material resources and have the choice of multiple textbooks and teaching support materials. The vast majority of Associated

Schools operate somewhere in the middle between these two extremes: new teaching resources are welcome, provided that they are pertinent and represent an improvement on the current situation. But even in comparatively affluent environments, collaboration between teachers in developing teaching-related materials can be an important means of reflection on (a) content or subject matter, (b) methods of structuring student learning experiences, and (c) the teacher's role in adapting content and methods to differing student needs.

As a result, the development of innovative teaching materials remains one of the key emphases of activities in many Associated Schools. Teaching materials play an important role both in strengthening the everyday activities of the school and **in providing a means of communicating ideas to other educators who do not participate in ASP.**

EXAMPLES

The range of teaching materials used in the ASP is very broad and includes most known types of material.

RESOURCES FOR STUDENTS.

Individual Associated Schools produce an unending variety of materials intended for direct use by students, usually within the school where they are created. But some countries have made exemplary efforts to distribute fully-articulated books and other materials that may be of use in schoolrooms outside the national ASP.

Several participants in the recent IRP reported creating such general-use materials. A few examples chosen at random: more than a dozen teaching games for primary and secondary schools on ASP-related topics (Colombia); a video on relationships between foreign residents and native residents in the same city (a documentary on a project week in an ASP school in Hildesheim, Federal Republic of Germany); student work materials and a video on the cultural heritage of the Queen's Park Savannah in Trinidad for secondary schools (Trinidad and Tobago).

Bulgaria published a book for secondary students *Continuing Challenges to Human Rights and Peace,*

which had been produced and tried out in a number of Associated Schools. Written in English, its content and geographical coverage make it suitable for consideration and use in other countries as well, either as a model for national efforts or directly as a tool for teachers and students.

RESOURCES FOR TEACHERS.

In the recent IRP, several countries reported producing and disseminating teacher guides or lesson guidelines for teachers. Thailand produced one such set of ideas in connection with a seminar for participating teachers. Trinidad and Tobago organized a collaborative effort by ASP co-ordinators in seven Associated Schools, producing materials for experimental evaluation. The materials were divided into lessons and grouped into three units, each with associated resource materials, on the topics of (a) man and the environment and (b) culture, divided into two units, the first on the history of cultural intermixture in Trinidad and Tobago, and the second on surviving elements of those cultures manifested in popular festivals reflecting the broad intercultural and interracial reality of the country. Colombia published and distributed a teaching guide on teaching about values (*Cartilla: Como formar en valores*). Argentina prepared a teaching guide on cultural and natural heritage along with video presentations on important natural sites in the country to complement a new teaching guide for environmental education.

DISSEMINATION.

National co-ordination units often have a budget for dissemination of materials. In many countries, dissemination occurs through project seminars or workshops for teachers, where sample materials are distributed. Because it is difficult and time consuming to find outside publishers for project materials, several countries in the recent IRP reported on efforts to find novel ways to produce and disseminate print materials. In the Federal Republic of Germany, for example, the National Commission for UNESCO created a new publication, the *Forum of ASP Schools*, to be a vehicle for disseminating new materials,

approaches to teaching, and participants' commentaries from the Associated Schools. At the same time, participation by schools in the project has been made dependent upon the willingness of schools to contribute articles for publication in the *Forum* at least once every two years.

Hint: In extremely resource-poor environments, investment in reproducing and distributing low-cost print materials can have a very big effect on learning outcomes.

ACTION

1. National co-ordination plans should address the issue of how to create better teaching materials. Planning for teaching materials requires a realistic assessment of classroom needs of schools in the project, in order to ensure that the materials are appropriate.

2. Development of teaching materials may be focussed around a small number of themes that are to be pursued in common by ASP institutions for a period of years. But it is important to divide up the development into projects of one or two years' duration with a cycle of design, trial and evaluation. Defining clear project goals and expectations permits results to be used and provides an opportunity to review methods in order to improve the quality of results.

3. National project activities should seek to involve the most relevant groups that can contribute to materials development. Typical participants in projects include:

-ASP national co-ordinating unit
-ministry curriculum branch or unit
-teacher training institutions (may be ASP members)
-co-operating ASP project groups (in-country)
-individual Associated Schools or teacher groupings
-international: interregional or regional projects

4. Plans for materials development projects should be clear about the range of expected dissemination - within a school, to all schools in a locality, or on a wider basis. Teacher-developed materials require review and revision before being distributed outside the school of origin, except perhaps in the context of teacher seminars or workshops. A revision and editing phase should be included in projects to produce materials intended for broader dissemination.

5. Wherever possible, mechanisms should be set up to ensure that materials receive broader dissemination within the ASP and to provide recognition of the efforts made by authors in preparing them.

German students' exhibition concerning the rights of the child

Inauguration of Thai National Seminar to prepare a Teacher's Handbook on Environmental Conservation

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2. Innovative Teaching Methods

RATIONALE

INNOVATIONS SHOULD REFLECT TEACHER APTITUDES

On a given day, it is likely that almost every known type of teaching technique is being used in one country or another by an Associated School. But no single technique distinguishes the Associated Schools from all others: every teaching method they use is probably also employed in other types of schools either in their country or abroad. The originality of the ASP lies in the long-term commitment to adapting these techniques for the teaching of international education in extremely varied cultural contexts and to make use of them in a network of intellectual exchanges that transcends national borders.

The types of innovations that Associated Schools undertake must be compatible with the operations of the educational systems to which they belong. Their approach to teaching methodologies reflects the expectations and aptitudes of practicing teachers in each country. As a result, ASP schools have been successful in fostering experimentation that has been close to the 'leading edge' of teaching improvement in their own environments.

TEACHING METHODS: PARTICIPATION AND LEARNING TASKS

Innovation in teaching methods should be understood to have two interrelated aspects, much like the two sides of a coin. One aspect is the capacity of teachers as individuals (or teams of individuals) to adjust their own repertoire of teaching behaviours to meet the evolving needs of students in the classroom: this is the teaching 'skill' component discussed later. The other aspect consists of the procedures the teacher uses to *structure learning tasks* for students. Providing structure to different modes of participation -- group lecture modes, small-group discussions, individual work, project activities, out-of-school visits or trips -- and (b) providing explicit instructions to students for approaching the learning task, defining objectives and procedures: "sit still and take notes", "pretend you and another student are having a dispute about who will do [...] and try to devise a friendly way to settle the dispute", "collect water samples using the bottles, following the procedures on the worksheet and noting down your observations in the tables provided".

Structuring learning tasks does not dictate that the content must be rigidly structured. Teachers can devise tasks that involve students in discovery learning or in development of social skills where the results are open-ended. Indeed, one

of the major contributions of ASP schools has been to focus the attention of educators on the specific issues of teaching that attempts to relate structured training in cognitive domains with the more difficult to define areas of attitude development and social awareness.

EXAMPLES

INTERDISCIPLINARY AND MULTIPLE METHOD APPROACHES

In the IRP, Korea undertook in-school project work combined with teacher training sessions to promote interdisciplinary teaching within a curriculum structured around individual disciplines. The same concern for interdisciplinary approaches is a recurring theme in other participating countries. The Korean example also included a pilot project experimenting with four types of teaching mode: expository, inquiry, demonstration and activity. Colombia is a long-time member of the ASP and some of its schools have extensive experience in using multiple techniques for organising students' participation in classroom activities, including having students write news articles, interview adults in the community (e.g. refugees), and participate in round tables, plays, panel discussions, sociodramas and varied forms of theatrical expression.

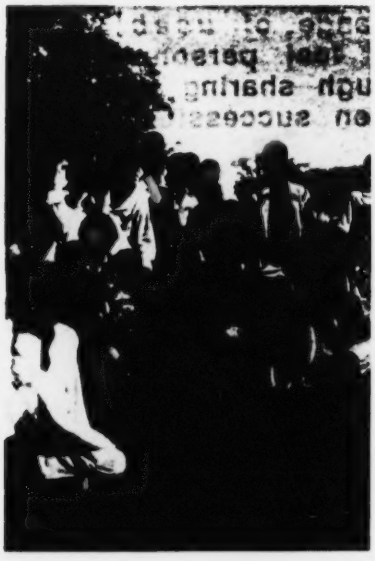
Out of many approaches being used currently, the Federal Republic of Germany report on the IRP emphasized a technique called "cultural workshops": "The aim of the approach is to integrate cultural groups and methods/ techniques of artistic work into intra-curricular (including multi- or interdisciplinary) and/ or extra-curricular activities. The effects may be a certain entertainment supporting the learning process, a new interest for and/ or a new view on problems and solutions resulting from approaching them by unconventional methods and techniques (e.g. making art with waste materials to raise consciousness for environmental problems)..."

PROJECT-ORIENTED ACTIVITIES

Several countries reported on multidisciplinary approaches to project-oriented activities by students. This is also at the heart of multi-country regional/ interregional projects such as the Baltic Sea Project and the Blue Danube Project. In these regional projects, environmental issues are studied using a combination of techniques that cut across the traditional disciplines of schooling while permitting students to leave the school and participate in outside activities of a realistic nature (observing the environment, testing for pollution, drawing conclusions about complex interactions in the political, social and economic spheres).

EXTRA-CURRICULAR ACTIVITIES

In participating countries, the use of extra-curricular and UNESCO club activities has often provided the vehicle for permitting teaching within a highly structured curriculum to be projected outwards into the community, where a far broader range of student activities is possible. In the extra-curricular setting, teachers can set a variety of goals that complement the regular curriculum and may use the stimulus of contact with the surrounding community to motivate students for in-school learning. At the same time, extracurricular activities often are designed in such a way as to provide direct benefits for the community. In many countries, Associated Schools provide through their students a stimulus to local development projects. Tree-planting and similar projects to improve the school and community environment play a large role in countries as diverse as Chad and Colombia.



ASP students in Chad struggle against deforestation

INTERNATIONAL EXCHANGE ACTIVITIES

ASP programmes encourage exchanges between institutions and individuals across international borders. An ASP International Youth Camp for Environmental Preservation was held in Pattaya, Thailand, with participants from several countries. ASP pupils from 14 countries participated in an Ibero-American Children's Encounter in Costa Rica in 1992, marking the 500th Anniversary of the Encounter of the Two Worlds.

ACTION

1. Extending the range of teaching methods used by teachers should be made an explicit goal of national co-ordination plans for the ASP.

2. ASP seminars on teaching methods can be carried out at the level of schools, groupings of schools in the same community or city, or a broader regional or national basis. Such seminars need to involve a self-evaluation component where teachers can review their own repertory of teaching methods in the light of project goals. Such review provides a basis for informational and other activities that can help teachers expand the range of *usable methods*, with which they feel personally comfortable, particularly through sharing with other teachers who have been successful in using new methodologies.

3. Items in a national ASP newsletter on teaching methods can be extremely successful in promoting experimentation by teachers, particularly if the items deal with successful examples of use and give explicit advice on pitfalls to avoid. [Teachers wisely tend to be sceptical of reports about methods that are described as being entirely successful and encountering no difficulty in practice.]

3. Roles of Teacher Training

RATIONALE

Throughout the four decades of operation of the Associated Schools Project, it has been recognized that teachers play the central role in translating new ideas for pedagogy into classroom reality. As a result, helping teachers improve their performance is a central objective of ASP activities.

THREE STEPS TO INTERNATIONAL EDUCATION:
ASP PROJECTS
ASP INSTITUTIONS
NATIONAL POLICY

National ASP activities use several channels to improve teacher performance and increase the multiplier effects of their programmes. The three main modes of operation are (a) to build teacher self-improvement into experimental project activities at the school level, (b) to involve teacher training institutions as contributors or participants in the ASP network, and (c) to take national policy steps to use ASP ideas in teacher training for all teachers.

For experimental activities, the obvious starting point is to ensure that the participating teachers receive the background information necessary to permit them to be effective collaborators who can contribute through their teaching to achieving project goals. In addition to providing initial information, many countries seek to structure the project activities so that teachers can communicate their experiences to others within the project and ensure that good ideas receive wide exposure and may be applied in other schools.

The ASP has long welcomed memberships from teacher training institutions or normal schools. The teacher trainers of the schools become project leaders and - most importantly - the trainee teachers develop experience in international education. When the trainees graduate and go on to their careers in teaching, they take with themselves experience and knowledge that can be applied in schools that are not formally part of the ASP network.

Even without full membership in the ASP, training institutions may have a special status within the national network and serve, for example, as centres for developing instructional materials used in Associated Schools. Where practice teaching schools are associated with university-level institutions, educators receiving higher levels of training may carry out experimental or other types of research work in the Associated Schools as part of their programme of study including, for example, the preparation of master's theses on international education.

A final and perhaps the most crucial step in achieving a multiplier effect through teacher training is to decide that

international education should become a formal part of the required curriculum for trainee teachers in teacher training institutions. Such a decision to generalize ASP principles to teacher training creates an environment where participation in the ASP network may be even more valuable than before to the teacher trainers.

As international education becomes a more important part of the curriculum in mainstream schooling, it is imperative that teacher training institutions be involved in the process of preparing teachers for their roles in this field. Specific training in international education, about both its general principles and the pedagogical challenges it presents, should be an integral part of the pre-service training of all teachers.

EXAMPLES

TEACHER SELF-IMPROVEMENT THROUGH ASP PROJECT ACTIVITIES

Almost all countries in the ASP provide training to teachers who participate in projects. In a typical report on the IRP, Thailand described the operation of a national workshop which brought together teachers both to receive training and to develop a teacher's manual on topics in the ASP related especially to international understanding. Most countries attempt to organize seminars or workshops to involve teachers or school representatives in joint planning activities for projects, providing a forum for teacher exchanges.

The Federal Republic of Germany has extensive experience in structuring project activities to provide teacher training as an integral component of carrying out the programme and seeks to document the progress of this in ways that can be of broader value for other teachers outside the project. To a large extent, project activities are teacher directed, and the co-ordination role focuses primarily on providing the structures through which teacher initiatives can be documented and disseminated. Depending upon the purposes, the dissemination occurs through printed materials or meetings in a variety of modalities, ranging from within-school discussions through project committees to annual plenary meetings of representatives from all schools. The extent of dissemination may be very broad and involve

distribution of books and other materials to a wide range of users.

Launching new projects is a good time for reviewing past accomplishments and planning for better assistance to teachers. Since travel costs often make it difficult to bring large numbers of teachers together, many countries use an indirect strategy of working through in-school ASP co-ordinators. For example, as part of the process of organising its participation in the IRP, Tunisia held a national seminar for ASP co-ordinators and representatives of ASP schools at the Centre National de Formation Manuelle et Technique in Carthage. Belarus used a national seminar in 1992 as a means of organising and planning further ASP participation.

ROLES OF TEACHER TRAINING INSTITUTIONS IN THE ASP NETWORK

The Normal School in Bucaramanga, Colombia, has been a long-time member of the ASP network. In the training school attached to it, trainees work under the supervision of experienced teachers preparing lessons on international topics and participating in projects for their primary school pupils. Many of the trainees also participate in extracurricular activities that involve much of the community, such as environmental education and projects to improve the environment. After graduation, former trainees have sometimes played a role in expanding the network to other sites.

INTERNATIONAL EDUCATION IN MAINSTREAM TEACHER EDUCATION

In Finland new legislation, adopted in 1984, set international education as one of the main objectives for general and vocational education throughout the country. The country has a total of 13 practice schools affiliated with teacher training institutes or departments attached to faculties of education. Of this number, six practice schools are affiliated with the ASP network. The Teacher Education Department at the University of Jyväskylä carried out a twinning programme with a similar institute in Trondheim, Norway, which also is part of the ASP. As part of its regular teacher training programme, the Department has included special

study weeks on international education in each year since it joined the network. Many students have also chosen to do an M.A. thesis in education on a topic of international education.

Countries which make a decision to generalize international education in their schools ordinarily accompany this by specific measures to make introduction to related topics a requirement in teacher pre-service training. One of the first countries to introduce such general requirements was Sweden in the 1970's. A large number of other countries now make provision for such training, ranging from short introductory programmes to fully-articulated project studies, such as those provided in Finland for students preparing research studies.

ACTION

1. Teacher training needs should be considered as a recurrent part of ASP projects. Regular national or regional seminars of school ASP co-ordinators can provide a means for indirect training as a part of project planning and management.

2. Teachers have a major role to play in their own self-development as professional educators. For this reason, every effort should be made to ensure that ASP experimental projects set as a goal that teachers be given opportunities to review their own work in a collegial environment.

3. Teacher training institutions should be encouraged to affiliate with the ASP. Such institutions can experiment with better programmes for pre-service training of teachers and, through association with practice schools, promote international education in primary and secondary education.

4. International education topics may be included in the regular system of in-service teacher professional development serving all teachers in the educational system. Often, after only brief periods of sensitization, teachers are in a position to adapt their teaching to include

international topics in their work. This may be followed, for example, by decisions to affiliate schools with the ASP network.

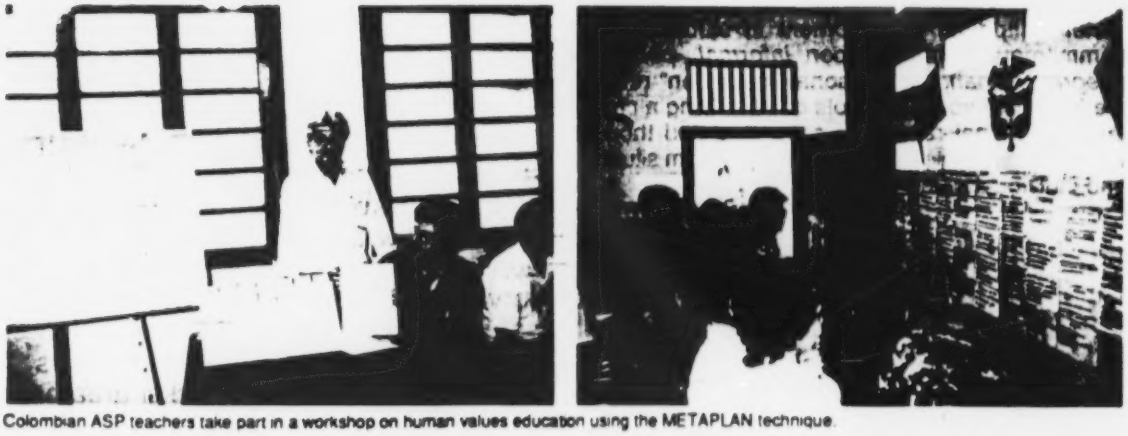
5. If a country makes a decision to generalize international education in the curriculum of the schools, it is crucial that this be accompanied by appropriate measures to strengthen teacher training. An important contribution to improving the quality of teaching can be made by encouraging larger numbers of schools to join the ASP network. The Associated Schools can be instrumental in helping the system adapt flexibly to the new teaching responses required by international education.

6. As part of a programme of generalising international education, a national plan for teacher education requires attention to at least the following:

a. Providing in-service training to help teachers adapt their methods in an appropriate manner.

b. Changing the requirements for teacher pre-service training to ensure that all teachers are exposed to the objectives and principles of international education.

c. Encouraging teacher training institutions to affiliate with the ASP as a means of promoting experimentation with better training methodologies.



Colombian ASP teachers take part in a workshop on human values education using the METAPLAN technique.

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4. Beyond Teaching Skills: Teaching with Commitment

RATIONALE

Teachers in many Associated Schools devote large amounts of their personal time and energy to projects for which they receive no tangible material reward. Observers are sometimes perplexed that a project can bring out such a high degree of sustained personal commitment from professionals with already demanding jobs.

At the same time, persons with experience in international education are aware of the extent to which its most important goals are best achieved by teachers with personal commitment to them - the exact kind of dedication found in so many ASP schools. Commitment is important as the catalyst for integrating the components of materials, methods and skills. It provides the impetus for a particular type of 'multiplier effect' which profoundly affects teaching behaviours in classrooms where attitudinal change is a major goal of teaching [see inset].

COMMITMENT: THE HIDDEN MULTIPLIER

Multiplier effects can be viewed in two very different perspectives. One perspective emphasizes system-wide large-scale change of a permanent, cumulative nature. This is the model of institutionalized change, where central authorities decide to adopt a new approach to the curriculum, convert it into laws or regulations, and apply it finally on a broad scale. The process may be called *formalized, structured change*. An important objective of the Associated Schools is to promote such change.

A second perspective views formalized, structured change as affecting the outer framework of education. Within this framework, one finds different degrees of teacher enthusiasm and creativity. Both are marks of the deep commitment that is required to foster attitudinal development in students. Such commitment is based upon *informal, personally integrated change*. "Personal integration" refers to the individual educator's role of integrating a change into a personal repertoire of actions and thoughts which are available in reacting to classroom situations and individual student needs.

Much of what is taught within the ASP requires a solid foundation in the transmission of information and skills, but a central objective remains that the students should be taught to integrate these into a personal framework of values. In turn these values have an enduring effect in helping them to play responsible roles as citizens throughout their lives.

High levels of enthusiasm are found in widely varying national settings among teachers whose formal training in pedagogy and education may range from the very basic to the most sophisticated. The question arises: what is the unique contribution of the ASP to their teaching?

The answer to this question requires going beyond the narrow definition of teaching skill as being the simple application of methodologies one has been taught in pre-service teacher training, beyond the add-water-and-stir approach to improving teaching. For any given level of formal training, there are vast differences in the way individual teachers approach their tasks, greater

or lesser degrees of enthusiasm and commitment, greater or lesser degrees of inventive, creative teaching. The primary challenge of ASP schools is to provide an environment which brings out the best in teachers, and they are widely acknowledged to be remarkably successful in this endeavour.

EXAMPLES

COMMITMENT AS A CATALYST FOR CHANGE

Today, in almost all national programmes for Associated Schools, experimentation of new ideas starts at the level of informal, personally integrated changes affecting a relatively few teachers. The initial multiplier effects that can be expected start in this core of change in a few individuals and spread outwards. If support mechanisms and linkages are in place, there is a chance for these changes to spread to larger numbers of institutions and classrooms. With proper planning and forethought, the informal, personally integrated changes can be linked to formalized, structured change. It is a two-way process: new ideas can come from within the network and be used by higher authorities to feed into a change process in schools outside, or the initial idea can come from the higher authorities who use the network to try out ideas for change.

Because teacher enthusiasm and commitment are the key ingredients which make almost all individual in-school projects work within the ASP, the strongest example to be cited is, in fact, the enduring nature of the programme and its expansion based mainly upon initiative of individual teachers in more than 114 countries.

PROMOTING TEACHER COMMITMENT

Promoting teacher commitment is a key aspect of project organization in many countries. The main way of achieving this is through some form of symbolic recognition. In most ASP operations, the most common level of recognition is the designation of skilled teachers as ASP co-ordinators within schools. Other forms of recognition arise often as part of the

dissemination process. Internal project seminars often focus a portion of their time around reporting of activities, and it is common to highlight work by individual schools or teachers. In the Baltic Sea Project, teachers have played a major role in developing teaching guides (for example on how to monitor water quality through physical and chemical measurement and through use of bio-indicators): the decision to publish and disseminate such materials by teachers is a major form of personal recognition. The choice of teachers who are given an opportunity to travel abroad and participate in international exchanges is often used to acknowledge outstanding contributions.

ACTION

1. National ASP planning should place emphasis on identifying teacher leaders whose personal levels of commitment are reflected in good teaching practice and hard work in promoting team efforts for school improvement.

2. Recognition of outstanding work in the ASP project should be given wherever possible. Mechanisms for doing this include designation of individuals as project co-ordinators for schools and recognition through symbolic means such as ensuring publication and dissemination of quality work.

3. Opportunities for discussion of interesting and innovative work should be organized on a regular basis both at the school level and in the broader community.

4. Schools should be encouraged to work closely with local press media to provide coverage of ASP activities. Community recognition is of great value both to teachers and students.

NATIONAL MULTIPLIER EFFECTS: LOCAL, REGIONAL AND COUNTRY-WIDE

1. Strengthening National Co-ordination

RATIONALE

When they join the ASP, almost all Member States establish a national co-ordinating unit and name a person with senior responsibility at the national level for ASP activities and liaison. This is a necessary first step in initial organization. As participants in the recent IRP on the multiplier effect have pointed out, many countries that are already members of the project should pay greater attention to the central co-ordinating function. Strengthening national co-ordination is almost always the first and most important step in achieving a greater multiplier effect.

FUNCTIONS OF NATIONAL CO-ORDINATION

PROJECT CO-ORDINATION typically involves certain key functions, which are necessary to ensure over-all functioning of the ASP and to promote multiplier effects.

NATIONAL OUTREACH

- **leadership and over-all planning**, including ensuring good geographic coverage and participation by different levels and types of schooling (primary, secondary, vocational - professional/ technical, teacher training institutions)
- **curriculum development,** broadly defined to include the conceptualization of new content and teaching methodologies, the creation and experimentation of resource materials embodying new approaches
- **organization** of school-level project activities
- **information gathering for purposes of evaluation and project management**
- **liaison, publication and dissemination**
- **professional development of teachers** (in-service training)
- **planning and conducting national activities** (essay or art contests, environmental campaigns etc.)

INTERNATIONAL OUTREACH

- **liaising with UNESCO**
- **ensuring participation in international and interregional projects** with other countries
- **organizing international exchanges**

Structuring a national co-ordinating unit requires decisions on a number of matters:

- **Project responsibility**

Clear assignment of project responsibility is necessary to ensure proper management. In most countries, the national co-ordinator is the person who co-ordinates operations on a day-to-day basis. In a few cases, however, administrative practice requires that the title of national co-ordinator be given to a very senior official who has many other responsibilities; in these cases another person performs the co-ordination function but with a different title. The co-ordination function is usually assigned on either a full-time or half-time basis.

- **Selection of national co-ordinator and/or project manager**

Participants in the IRP emphasized that the national co-ordinator should have a commitment to project goals and to collaborative relationships with teachers and other educators participating in the Associated Schools. Preferably he or she should have educational background as well as knowledge and experience in international co-operation relevant to working with UNESCO. If both types of experience could not be found in the same individual, then a close working relationship should be established with another partner who has complementary skills.

- **Location of national co-ordinating unit**

Although in most cases ASP co-ordination is ensured under the auspices of the National Commission for UNESCO, in other cases the location is within the Ministry of Education. Whatever the location chosen by Member States, it is important to ensure that there is a close linkage both with the National Commission and with the educational authorities. As a pilot educational project, the ASP requires support from the Ministry of Education to achieve a multiplier effect. Since it is also an internationally-oriented project, the National Commission has an essential role to play in facilitating and maintaining international contacts, exchanges, and close work with UNESCO.

- **Relationship with different regions/ parts of country**

National co-ordination has to take into account the diversity within each country. In some Member States, a

decentralized or federal system of governance and administration imposes special requirements for dealing with intermediate authorities (provinces, states, departments, territories) as well as with local authorities. Depending upon the situation, some of the co-ordination roles may be decentralized and shared between a central national co-ordinating unit and persons located at a different 'level'.

• **Advisory groups, collaboration, and access to support**

If the ASP is to have an impact on the educational system, the national co-ordination function needs ready access to individuals and groups who are in a position to ensure support for the project and to smooth administrative relationships. Advisory groups with representatives from key departments and organs often help serve this purpose. Collaborative relationships with relevant departments and organs in the educational system are often used. For example, the departments responsible for curriculum development and approval may designate specific employees to collaborate with the ASP co-ordinator in developing and experimenting new approaches to teaching. In other cases, the national co-ordinator is a senior official or head of a curriculum unit.

• **Methods of communication**

The first priority for all ASP projects is to ensure a regular two-way flow of information to and from schools. In early phases of project development (particularly when schools are distributed over large geographic areas), most co-ordinators emphasize low-cost methods of print communication --- usually beginning with a small newsletter for all participating teachers and institutions. Newsletters are usually more than a news bulletin and may include concrete suggestions for teaching by reproducing typical lesson plans and short descriptions by teachers about project activities in individual schools.

As national ASP activities develop, there is a tendency to emphasize teacher involvement that goes beyond dissemination of information in print format. Direct exchanges of ideas between teachers and others are crucial to the process of teacher self-improvement. Most collaboration goes on at the school level. But there is also a need for meetings between project participants in different schools and localities. The progressive improvement of opportunities for meetings between project participants is the natural path of long-term ASP development.

• **Resources for co-ordination**

Co-ordination obviously requires human and material resources. Because of its importance, this aspect is dealt in a separate section below.

EXAMPLES

TYPICAL STRUCTURES

In Colombia, the national Co-ordinator for ASP is located in the National Commission for Co-operation with UNESCO, a part of the Office of International Relations of the Ministry of Education, which is attached to the Office of the Minister of Education. Co-ordination is partly decentralized through designating five regional co-ordinators: each is a teacher with leadership qualities who teaches in an ASP school in a major urban centre for the region. Co-ordination at the local level is the responsibility of one teacher in each school designated as project co-ordinator. In each region the Ministry operates a Pilot Experimental Centre (Centros Experimentales Piloto), which is responsible for in-service teacher training and co-operates closely with the ASP in its programmes.

Several countries in the IRP structure co-ordination at two or more levels to parallel different levels of administrative decentralization. Co-ordination in the Federal Republic of Germany is divided between a national co-ordination unit attached to the National Commission for UNESCO and co-ordinators for each *land*. In order to reinforce co-ordination, Germany obtained a commitment from the federated *länder* to accept on a rotating basis to delegate one person to serve for two or three years to play the role of federal co-ordinator. In turn, each *land* assumes responsibility for providing one person to perform regional co-ordination.

In Finland, the National Commission for UNESCO has designated the National Board of Education as being responsible for co-ordination. Because the network includes vocational institutes as well as regular schools, two national ASP co-ordinators have been named, one for general education and one for vocational education. The extra co-ordinator provides an impetus for spreading ASP experimentation in vocational schooling, which is often left out of national networks.

MEASURES TO REINFORCE CO-ORDINATION

In the operation of the IRP, most participants took steps to reinforce the national co-ordinating unit. In each case, changes were adapted to national governance structures. In the case of Tunisia, reinforcement involved creating a central co-ordination unit on a formal basis. Since 1970 Thailand has operated a Centre for International Understanding to work with ASP schools under the auspices of the National Commission for UNESCO. As part of the IRP, a consultative working group of delegates from ASP schools was set up and a decision was made to set up a new advisory sub-committee to be responsible for project planning. Korea added a very senior official of the Ministry of Education to its Advisory Committee for Education for International Understanding. In Trinidad and Tobago, a central role was given to the Secretary-General of the National Commission, who is one of the Directors of the Ministry of Education and also serves as a main spokesperson for the ASP.

In France the National Commission for UNESCO also took steps to strengthen regional co-ordination by designating a half-time person to co-ordinate the schools in collaboration with one *correspondant* named by each *Recteur d'Académie*, who represents the Ministry of Education in each region. Bulgaria chose a system based upon having three national project co-ordinators.

ACTION

1. Strengthening national co-ordination is usually the most important single measure that can be taken to increase multiplier effects. In establishing new ASP networks, a first step is to set up a viable co-ordination unit with a clearly designated person responsible for day-to-day operations. In established networks, authorities should review the co-ordinating function periodically to determine measures for strengthening its role and, through it, the impact of the ASP network.

2. The location of the co-ordination unit should be chosen to facilitate project work, with linkages to authorities responsible for curriculum design and decision making, development and approval of textbooks, and the training and professional development of teachers. Advisory groups can be set up to facilitate relationships across departmental boundaries.

3. Co-ordination should be structured to take into account the administrative structures of the educational system, with appropriate connections to the national, regional, and local levels. At the same time, the co-ordination should ensure that the network includes an appropriate mix of ASP schools in different regions.

4. Special attention should be given to setting up effective communications, starting at least with a regular project newsletter. Wherever possible, means should be found to organize meetings or workshops where teachers can review results periodically and share results.

German ASP National Coordinator and Malaysian teacher inaugurate exhibition at International Youth Camp, Pattaya, Thailand.

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2. Building Linkages for Effective Network Operation

RATIONALE

The ASP is a means of mobilizing the efforts of many educators and teachers widely spread within and across more than 100 countries. It functions as a network of volunteers or, to be precise, a **network of networks**. The networks exist at multiple levels: teams of teachers within schools, networks of schools at local or regional levels (and/or state or provincial levels within federations), national networks, regional or interregional project networks and, finally, the international network of ASP schools.

WHAT ARE LINKAGES?

Strong networks are structured through effective linkages.

National co-ordinators use two strategies of action to create linkages:

- building collaborative partnerships between people and institutions: *collaborative linkages*
- disseminating information on ASP activities: *information sharing linkages*

Achieving a "multiplier effect" requires striving to create linkages at different levels:

a. **INTERNAL LINKAGES:** The effective operation of national ASP networks depends upon good internal linkages. Such linkages occur within schools and between different schools in the network. The sharing of experiences and ideas within the network is the basis of multiplier effects spreading out from the network.

b. **EXTERNAL LINKAGES:** Linkages should be built between each national ASP and the school system of which it is a part, in order that examples of successful work can be shared and used in the mainstream of school practice, thus providing a *national multiplier effect.*

Examples of typical linkages	
BETWEEN	
central unit	central organs - ministry(ies)
	national curriculum organs
project groups (across schools or regions)	specialized institutions:
	-teacher training
	-research
school groupings	NGO's
	other schools
in-school activities of teachers	teacher organizations
Note: Linkages can be across levels, e.g. central unit to teacher organizations, school to national curriculum organ, project group to teacher training etc.	

c. **INTERNATIONAL LINKAGES** Each national ASP network should benefit from the flow of ideas and contacts available through collaboration with educators outside its own frontiers. This makes possible an *international multiplier effect.*

Perhaps the most powerful strategy for linkages to produce a national multiplier effect is to capitalize upon the functional roles of institutions and organs within the national educational system. For example, if an existing national centre for curriculum development bases part of its work on co-operation with the ASP, then its resources become multipliers of the ideas originating in the network. Choosing useful linkages is an important part of co-ordination and depends upon each national context.

Effective linkages serve many purposes: developing a basis for support, acquiring new resources, mobilizing other institutions for collaboration, preparing the milieu for accepting and applying new ideas from the ASP network, and - in a general sense - providing a two-way flow of information between the Associated Schools and the mainstream of education.

EXAMPLES

LINKAGES WITH OFFICIAL UNITS AND ORGANS

The Thai report on the recent IRP noted that the Department of Curriculum and Instruction Development agreed to assume responsibility for a national workshop sponsored by the ASP. Colombia reported that a special advisor for education in values and human rights had been attached to the office of

the Minister of Education and that the ASP national co-ordination unit had established a close co-operation with the adviser. The Pilot Experimental Centres of the Ministry also collaborate with the network, with particular emphasis on the centres' role of teacher in-service training.

In several countries (such as Argentina, Colombia, the Philippines, Senegal, Tunisia) the network of ASP schools includes teacher training institutions: the teachers trained in the ASP network then go out to work in other schools, thus becoming a form of individual human link to the project. Teachers trained in such institutions often are recruited by non-ASP schools where they may pursue international education not only in the framework of their own classes but also through setting up new teacher teams that apply for admittance to the ASP network.

PREPARING THE TERRAIN FOR LINKAGES

Developing linkages often involves an effort to sensitize key persons to the role of the ASP. As noted in the Korean report, "IRP activities under this item have been directed towards increased co-operation with, and achieving a greater commitment by, the Ministry of Education and other units of official educational administration for educational understanding. Publication of many books as a result of the ASP innovations and the ASP newsletter by the Korean National Commission for UNESCO has also aimed at inducing more interest and engagement by the Ministry in the ASP."

LINKAGES WITH NGO'S AND COMMUNITY GROUPS

Particular emphasis should be laid upon linkages with representatives of the press and media, as well as with local NGO's. The Federal Republic of Germany, for example, has documented how local and regional press organs report on ASP school programmes to make them known in local communities. The Bulgarian national television has dedicated two broadcasts to the ASP. Linkages with local NGO's and community groups can also provide greater impact. In Colombia, the ASP schools in Santander have linked their work in the environment with a programme of the

municipality - the *"Cabildo verde"* or "Green Congress" - involving local citizens interested in promoting environmental awareness; in other parts of the country schools have set up meetings of teachers, parents and students in "Reflection-Action-Participation" groups.

SPECIAL INSTITUTIONS

Special institutions unrelated to education can play a major role in assisting ASP activities. Environmental studies have particularly benefited from linkages with scientific and environmental research institutions in countries such as Finland, Bulgaria and the Federal Republic of Germany. In Bulgaria, the English-language secondary school at Roussé has established links with local environmental research institutions for studies related to the Danube River.

At meetings of the Baltic Sea Project, scientific advisers may be called in as resource persons. In a recent BSP meeting in Kotka, Finland, for example, lectures were given by the Finnish Institute of Marine Research and the Tampere Peace Research Institute. In Germany, annual meetings have invited guests from outside groups such as Amnesty International, and the Federal Co-ordinator for ASP serves on a committee of UNICEF dealing with educational matters.

ACTION

1. Development of linkages is a key element of strategies for ASP co-ordination. To promote large-scale multiplier effects, particular attention should be paid to developing close relationships with the specialized organs of the educational system responsible for curriculum development, textbook development and approval, and in-service training of teachers. Deliberate, long-term cultivation of linkages can result in immense benefits to project success.

2. The involvement of teacher training institutions in ASP activities provides an important mechanism for influencing the

preparedness of newly trained teachers to deal with topics of international education and to experiment with non-traditional approaches to teaching. Even when the training institution is not itself a member of ASP, Associated Schools may serve as practice teaching sites for teacher trainees.

3. A strategy for linkages should include measures to promote relationships between Associated Schools and institutions, NGO's, and individuals in their communities. Schools should be encouraged to search systematically for individuals, groups and institutions with intellectual resources relevant to the teaching programmes within the ASP. For example scientific institutions with a knowledge of environmental problems can contribute strongly to programmes of environmental education. National co-ordinators should provide participating Associated Schools with information on the types of non-traditional partners that are likely to be useful to them as well as on the proper ways of approaching them and of involving their personnel usefully in teaching-learning activities.

5. Where outside resource people contribute frequently to in-school activities, exchanges between teacher participants should include information on methods for obtaining maximum learning benefit from these opportunities and for integrating them well with more traditional forms of teaching activities.

6. Although linkages necessarily involve contacts between individuals, it is important for project stability that continuity be maintained in spite of inevitable turnover of personnel, both within the ASP network and among collaborating entities. Consequently, efforts should be made to establish formalized, institutional commitments as a background to collaborations by individuals or groups. Within the ASP network itself, measures should be taken on a periodic basis to reorient newly appointed staff members in collaborating schools. Such measures are crucially important when the changes involve senior administrative personnel, such as the principal or head of a school, whose support is essential to project operations.

3. Providing Support and Resources

RATIONALE

The most important resource in any ASP school network is provided by the commitment of the educators involved in the project. In all countries, the voluntary work provided in this way always has a monetary value (measured in terms of current remuneration rates for teacher time) which far exceeds any subsidies provided to assist network operations. But special resources are required to permit these highly motivated participants to organize themselves, to communicate, and to develop their ideas. Even in some of the poorest countries, authorities find it useful to provide support to the ASP, because small investments in co-ordination have a great multiplier effect in terms of promoting activities at the school level by interested teachers and students.

In many countries the national co-ordinating unit assists in allocating resources to project activities in the light of programme goals. The amount and type of resources made available for ASP activities are, of course, decided by each country's authorities in the light of their own norms and administrative procedures.

Successful project operation depends upon the appropriate mix of three types of support, which depend upon actions by senior-level authorities:

1. **Decision-making support** to 'legitimate' the ASP activities - for example, a decision to allow exceptions to the prescribed teaching syllabus for experimental purposes - and to promote co-operation in project activities, particularly between different institutions and levels of education.

2. **Material support** in the form of human and financial resources for ASP co-ordination and operations.

3. **Moral support and leadership** which demonstrate interest in Associated School activities, recognize the effort of the many participants, and inform other educators of the project's results.

The main criterion for deciding on the nature and extent of resources allocated to the ASP network in a country is relevance to meeting the goals set for the project by national authorities. As a general rule, it is important to

match project goals to resource capabilities so that participants may see that their efforts are productive and contribute to meeting those goals.

Allocation of resources should be based upon a realistic consideration of project goals and stage of development. Emphasis should be placed upon ensuring good communication within the framework of an appropriate project management strategy.

EXAMPLES

Given the great differences between the settings in which ASP networks operate, direct comparisons of specific resource allocations are less instructive than an understanding of the patterns in the way countries relate resources to objectives.

EXEMPLARY LEVELS OF SUPPORT

During the Interregional Project for promoting the multiplier effect, a review of national approaches to providing support was undertaken and discussed at a project meeting in N'Djamena (Chad). Support was discussed in terms of a simplified model that distinguishes three levels of support:

a) **BASIC SUPPORT for network operation** may be minimal or even generous, but is intended primarily to ensure that the ASP schools operate as a network. The expectation may be that the network will have a *'spillover' effect*, in that its innovative practices may be introduced on a voluntary basis by other schools.

b) **STAGE 1 SUPPORT for a multiplier effect** occurs when a systematic and sustained effort is made to disseminate information on innovative practices outside the ASP schools. The purpose is to inform others about new approaches and to assess their suitability for adoption: other schools may adopt them voluntarily, or feedback is gathered in order to determine whether the practices may be given official approval for adoption in the educational mainstream.

c) **STAGE 2 SUPPORT for a multiplier effect** results when the ASP schools are perceived as a component of a broader system-wide strategy for promoting international education within all schools. In some cases, the approach is one of 'demonstration and persuasion'; in others, certain curriculum and teaching approaches have received official approval, and it is expected that the ASP schools will try out and

refine the approaches as part of a programme to have all schools adopt them in relevant parts of the curriculum.

The relevance of official approval of curriculum options for ASP operations depends upon the jurisdiction. In decentralized and/ or federative systems, a large measure of autonomy may exist for schools and local authorities. In these situations, curriculum change is often implemented through indirect measures to stimulate autonomous local decisions on teaching content, rather than by means of centrally mandated decisions that must be 'obeyed' at other levels.

ACTION

1. Authorities in participating countries should ensure that resources are adapted to national goals for the ASP network.

2. Every participating country should attempt to designate at least a half-time co-ordinator for the ASP network as a component of basic support. A second priority is to provide resources for communication. This may begin with a newsletter but should, if possible, be complemented by provision for periodic meetings of representatives from participating schools.

3. As countries move towards Stage 1 and Stage 2 support to promote multiplier effects, correspondingly greater resources are required. It is particularly cost effective to use senior-level backing to ensure that relevant official institutions and organisms co-operate with the ASP network as part of their official mandate: such an approach means that their existing resources are used effectively to promote international education.

4. Documentation, Evaluation, and Communication

RATIONALE

THREE STEPS:
DOCUMENT
EVALUATE
REPORT

Communications are essential to network effectiveness and to the proper utilization of collaborative linkages extending beyond the ASP. The centre of the process is the Associated School and its activities. The communication process consists of documenting what teachers do, evaluating its effectiveness, and reporting on the results.

Documenting and evaluating experimental teaching activities in Associated Schools has a two-fold purpose: (a) it assists participants in managing their own efforts efficiently to achieve the project goals they set for themselves and (b) it can provide the basis for helping others to decide whether to apply experimental or new ideas in other teaching environments.

Co-operative in-school evaluation of project activities by teachers is a useful means of improving teaching quality, even if there is no intention to disseminate the results elsewhere. Such self-evaluation is most effective if it can be carried out within a team framework where teachers encourage and assist each other in a non-threatening environment. National co-ordinators facilitate this by developing guidelines and support materials for in-school systems of self-evaluation, reflection, and mutual support between project participants.

The type of communication strategies to be developed are dependent upon the specifics of each national system and on immediate project goals. It is essential, therefore, that the project as a whole have a co-ordinated approach to different aspects of communication at all levels - national co-ordination unit, regional or local co-ordination, and school projects. The communication strategies should differentiate between within-project and outside-project communication needs.

ROLES OF EVALUATION SERVING:
TEACHING
PROJECT ACTIVITIES
DISSEMINATION

Evaluation plays multiple roles in the ASP, each role linked in a different fashion to multiplier effects. One type of evaluation is that which is carried out by participants as part of their teaching activities; without some form of evaluation, the instructional activities cease to be clearly focused. A second form of evaluation is self-evaluation by participants about the success of their teaching project activities: this permits them to adjust their experimentation of innovative approaches and to improve the over-all impact of the

projects. A final form of evaluation, which is relatively rare, involves the summative evaluation of project results as a prelude to incorporating them into mainstream activities of the educational system.

Evaluation should not be confused with giving tests or examinations. Student achievement results are usually a part of most ASP evaluation activities, but they are not the only student outcome of importance. Much of the emphasis of international education is on attitudinal development and ethical/ moral understanding of issues, for which direct measures are rarely available.

COMMUNICATE:
PROJECT NEWS
DATA SOURCES
MATERIALS
EXPERIENCES

A minimum internal communication strategy is necessary, adapted to the stage of ASP development. Such a strategy should involve an appropriate emphasis on:

a. dissemination of basic project information to all participants (e.g. by a project newsletter).

b. dissemination of available information *sources* pertinent to teachers' needs related to curriculum adaptation and development.

c. circulation of prototype teaching materials and related resources produced within the project.

d. gathering and ensuring circulation of information about the personal experiences of project participants, emphasizing openness and clarity about problems encountered, in order to permit others to benefit from the lessons learned in practice.

EXAMPLES

PROJECT DATA

Most countries, particularly in the early stages of their involvement with ASP, use questionnaires as an efficient means to gather basic data on project involvement. The main problems reported by IRP participants are in ensuring that the information requested is relevant and that it does not involve unnecessary effort on the part of teachers.

COMMUNICATION FOR TEACHER DEVELOPMENT

The Federal Republic of Germany has long used documentation and reporting as a means of

professional development for involved teachers. Participating teachers have been encouraged to record journals of the activities of their schools and classes, using these as a basis for preparing reports that are then discussed in teacher seminars sponsored through the ASP. In the recent past, a regular publication, the *Forum*, has been published. A requirement is that each participating school must contribute an article on activities once a year in order to retain membership in the ASP network.

USE OF MEDIA

Until relatively recently, most ASP use of media was for purposes of communication between classes of students or individuals --- such as through exchanges of audio cassettes of music, dramatic presentations, and similar experiences.

Availability of low-cost video recording now makes it possible to document more fully project activities by students and teachers. In Bulgaria, the Lycée Frédéric Joliot-Curie records many of its cultural events; in addition, the activities of a reputed educational psychologist have been recorded as a means of disseminating techniques to other interested teachers and experts.

Students of a secondary school in Trinidad and Tobago developed a video of their project on environmental education, highlighting the contribution of the Queen's Park Savannah to the health of citizens of Port-of-Spain.

In collaboration with UNESCO clubs in the country and region, the Centre for International Understanding in Thailand developed a documentary video on the Sister School Project, which helps rural schools through donations and programmes of teacher skills upgrading.

EXPERIMENTAL METHODS

Some countries use formalized quasi-experimental research in the development of new instructional ideas. During the recent IRP, for example, Korea carried out a pilot project of experimentation of parallel teaching modes with the main intention of providing

local information, i.e. for use in the school or locality, as well as to focus teachers' attention on the variety of modes of teaching available to them.

ACTION

1. Realistic requirements should be set for documentation and reporting in projects. The requirements should be reviewed periodically with participating schools to ensure that they meet current needs.

2. Documentation and evaluation for purposes of dissemination should be designed to support the project activities of participating teachers. Typically, in order to run an in-class project, teachers record teaching plans and notes on personal experience. Good communication can be achieved by expanding from this 'natural' mode of teacher work. This may be done either by individual teachers or by groups of teachers who record objectives, accomplishments, processes of work and difficulties encountered.

3. Design of projects should make explicit provision for making the results known to others. If teachers are asked to invest extra time in documenting activities, editing and revising teaching materials, or evaluating new methods of teaching, a plan for using their work should be established with appropriate resources. Many teachers are willing to do extra work if they know it will be used to benefit others.

4. Project communication programmes should include, if at all possible, opportunities for teacher exchanges in workshops or seminars. Direct contact assists in promoting the flow of ideas from ASP participants to other educators and, in addition, provides feedback that is an important means of professional development for the ASP teachers.

5. Applying Results Broadly

RATIONALE

The greatest multiplier effect of the ASP occurs when its results are officially incorporated into the mainstream of education. This is ordinarily understood to mean that national authorities make a clear decision to change the curriculum and set in motion appropriate mechanisms to ensure that the changes are reflected in practice. However, it has become evident in the four decades of ASP experience that change is not begun or ended with a single decision, nor is implementation of change a single set of actions. It is rather, a long-term process where policy directions, once adopted, must be pursued on a sustained basis through a multitude of decisions and where improvements in teaching require renewal and regular adaptation to new conditions and new student needs.

ROLES AT DIFFERENT STAGES

The success of the UNESCO Associated Schools results from the variety of roles played at different stages in promoting international education on a broad scale. ASP schools can help to:

1. Prepare the terrain for decision-making and implementation, *before* a decision has been made to generalize some aspect of international education in school programmes.
2. Implement a decision about generalizing international education programmes, *after* a decision has been made.
3. Maintain vitality and promote renewal in *existing* school programmes of international education.

The national context determines the specific roles that are available to ASP schools in each situation. It is for this reason, that the manual has pointed out the importance of senior authorities in setting goals for the ASP and adapting its operations to meet the goals.

DIMENSIONS OF APPLICATION

Applying results in the mainstream involves making an impact in specific dimensions that determine the way teaching and learning occur. Impact requires policy **decisions** at the relevant level followed by **actions** to implement the decisions in each of the main areas of application:

- programmes of study or syllabi
- methods of instruction
- student evaluation or testing requirements
- textbooks and other learning materials
- pre-service training of teachers (and training institutions)
- in-service training of teachers (and training organizations/ personnel)

Countries have widely differing traditions of dealing with change in each of these dimensions. For this reason, each national strategy of action for promoting international education has unique characteristics and opportunities for putting the ASP networks to effective use.

NOTE: All of the techniques described in this manual have a role to play in introducing and improving international education on a broad scale. The examples cited here illustrate how techniques fit into the stages of preparing for change, implementing decisions to change, and maintaining vitality of improvements made.

EXAMPLES

PREPARING THE TERRAIN FOR CHANGE

Most of the examples provided in this manual involve preparing the terrain for change. Developing linkages and disseminating information are part of the process of sensitizing educators and decision makers to the importance and value of improving education for international understanding.

In some cases, the role of the schools in preparing the climate for innovation is to serve as a quiet stimulus for grass-roots involvement. In others, the role is strongly promoted. In Korea, regional and municipal authorities of the Ministry of Education have begun experimenting with international education in demonstration or pilot schools. The Korean National Commission for UNESCO has been called upon in this process and has provided assistance drawing upon its experience with the ASP network. This has been complemented by an extensive programme of publication and dissemination to sensitize educators and officials to international education.

IMPLEMENTING DECISIONS TO GENERALIZE ASPECTS OF INTERNATIONAL EDUCATION

Within the framework of plans for introducing new curricula or strengthening the quality of teaching for existing curricula, the ASP network can play multiple roles. Initially, when decisions are to be made or soon after they have been made, trials of new curricula (including content and teaching methods) can provide verifiable data on the effects of the changes and assist in revising them. Such data are useful for communicating to large numbers of teachers and educators the value of the innovation (confirmatory or demonstration-oriented evaluation) and/ or for assisting in decision-making about the curriculum change (summative evaluation of a change). Once the curriculum has been changed, the effectiveness of how it is taught can be monitored in this way for the purposes of improvement (formative evaluation).

During the recent IRP, authorities in Trinidad and Tobago organized a project of curriculum materials development according to a model of experimental development leading to widespread application. The first phase of evaluation was formative and involved in-school tryouts. After revision, a large-scale tryout of the materials was begun as part of a process of encouraging widespread utilization. The project included detailed data gathering in the ASP schools concerning student knowledge and attitudes on international understanding, culture and related matters.

Countries such as Estonia have joined activities like the Baltic Sea Project as a step in reviewing and revitalizing environmental education as part of broader programmes of school reform.

MAINTAINING VITALITY AND PROMOTING RENEWAL

In both Finland and the Federal Republic of Germany, where international education has long had an important place in official school curricula, national authorities have given priority to developing the ASP network. Beginning in 1983, Finland adopted numerous measures to renew international education activities and strengthen its network. In Germany, the ASP network receives the highest percentage of the budget of the National Commission for UNESCO as

compared with the other main fields of activity (education, culture, science etc.).

In fact, both countries appear to have INCREASED their commitment to the ASP in a period where attention to international education has grown in all forms of education. As its contribution to the IRP, Finland assumed initial responsibility for international co-ordination of the Baltic Sea Project. ASP schools in both countries have been extremely active in all aspects of the Baltic Sea Project and have had great impact both in alerting public opinion to environmental issues and in stimulating experimentation in other schools.

ACTION

1. National authorities should review carefully the potential for using membership in the UNESCO Associated Schools Project as a means of promoting international education throughout their educational system. The ASP network should be recognized as relevant in all phases of change, including preparing the terrain for change, implementing decisions to generalize any aspect of international education, and maintaining the vitality of existing programmes.

2. National programmes for developing international education should make use of ASP schools in a co-ordinated fashion to make improvements in all the major areas involved in curriculum change:

- **programmes of study or syllabi**
- **methods of instruction**
- **student evaluation or testing requirements**
- **textbooks and other learning materials**
- **pre-service training of teachers (and training institutions)**
- **in-service training of teachers (and training organizations/ personnel)**

3. Where this has not already been carried out, national authorities should review existing programmes of study/ syllabi (including related student testing and examination requirements)

and, where necessary, revise them to include topics relevant to the 1974 UNESCO Recommendation Concerning Education for International Understanding, Co-operation and Peace, and Education Relating to Human Rights and Fundamental Freedoms.

4. Curriculum changes to promote international education should be accompanied by strong measures to renew and improve pre-service teacher training and in-service professional development of teachers. National authorities should take steps, in particular, to make international education a required element in teacher training leading to certification. Encouragement should be given to teacher training institutions to join the ASP and to make use of its facilities as a means of improving teacher training methodologies in international education. Linkages between teacher training institutions and ASP schools at primary and secondary levels should be created to permit teacher trainees to acquire practical experience in innovative classroom activities.

Finnish students meet on the steps of the Parliment to draw attention to issues facing the Baltic Sea

Students from Baltic Sea countries examine fish for possible radioactivity

INTERNATIONAL MULTIPLIER EFFECTS AND CO-OPERATION

1. International Information Flows, Exchanges, and Linkages

RATIONALE

The value of participating in an international network of schools increases immensely if concrete measures are taken to ensure a good two-way flow of information from and to each participating country and its network of ASP schools. Information flows are the basis for network operation and are the prerequisite for exchanges and linkages among students, teachers, schools, and other institutions.

The ASP does not work as a network consisting of a single central node with links to each individual country, like the spokes radiating from a wheel. Instead, the ASP encourages broad participation through bilateral and multilateral links between partners in different countries, e.g. between national co-ordination groups, between individual schools, and between individual teachers, students or classes. The links can be either ongoing and permanent, or they may be organized for a limited duration in interregional projects such as the recent IRP on increasing the multiplier effect, or through regional projects such as the Baltic Sea Project or the Blue Danube Project.

REPORTING TO UNESCO SECRETARIAT

The basis of network operation is regular communication with the UNESCO Secretariat. National co-ordinators are expected to report on developments in their national projects, so that the Organisation can diffuse relevant information to other countries through such means as the bi-annual newsletter *Looking at the ASP* and its bulletin *International Understanding at School*. Individual schools are expected to make annual reports to their national co-ordinator, who transmits them to UNESCO headquarters. In addition, the co-ordinator should keep the Secretariat informed of national and international initiatives and events.

DISSEMINATING INFORMATION FROM UNESCO

One of the prime benefits to schools participating in the ASP is the regular receipt of a minimum of publications from UNESCO. All participating schools, for example, are sent the *Courier*. In resource-poor environments, such materials can be of fundamental value. Given the high cost, centrally provided materials are strictly limited, and it is

important that participating countries find additional means to facilitate flows of international information to the Associated Schools.

As part of their special responsibility in keeping their citizens informed about UNESCO and the United Nations system, national authorities of Member States disseminate UNESCO and United Nations materials, often after translating them into relevant national languages. It is important for Associated Schools to be aware of all such national sources and to use them effectively in teaching about world concerns. In many cases, national authorities will provide such publications free of charge for educational purposes.

LINKING INFORMATION TO TEACHING THEMES

Associated Schools may make a direct linkage between international information sources and teaching activities by choosing themes of study centred around widely-observed commemorations. The celebration of International Years, such as the International Literacy Year in 1990, can be a means of bringing international concerns to life for children and young people and provides a topic for which international and national authorities prepare and make available special information resources. By their example, ASP networks often render these celebrations popular among other schools in their country.

DIRECT LINKS BETWEEN SCHOOLS

One of the most valued benefits of project participation is the opportunity for direct contacts with other schools and countries. Even if the medium of contact is often limited to exchanges of letters, teaching materials, or cassette recordings, the motivational value for teaching is very great. On the other hand, the disappointment may occur when attempts at linkage do not produce the anticipated results.

Linkages between industrialized and less industrialized countries (particularly the so-called "Least Developed Countries") need to take into account the extremely unequal situation of participants for access to financial resources: because of unusual situations related to exchange rates, for example, the postage on an international letter or a small package may represent a significant portion of a teacher's monthly salary, and school budgets for exchanges may be non-existent. This situation is one reason why UNESCO recently launched a North/ South dialogue and support programme.

BEING LISTED: REGISTRY OF PARTICIPANTS

To facilitate direct exchanges between schools in the ASP network, the UNESCO Secretariat maintains and publishes periodically a register of participants. National Co-ordinators are particularly responsible for ensuring that this information is kept up to date for their country's participating schools.

Network information flows should extend beyond the doors of the schools into the families of students and into the community. The local press and other communication

media are the natural 'allies' of Associated Schools in promoting public awareness of international education and related topics. Many ASP schools keep the press informed of student projects, particularly community-oriented projects, and are well rewarded by coverage in local news media.

EXAMPLES

DISSEMINATION THROUGH NATIONAL NETWORKS

Tunisia and Chad organized their recent national participation in the IRP through a series of measures, beginning with dissemination of print materials. Newsletters and circulars were the first step in informing the networks, followed by meetings that included teachers and administrative staff in participating schools.

In many countries, the use of documents from UNESCO and the United Nations network requires that translations or summaries be done in the national language or languages. This translation work is often assumed by the National Commission for other purposes than participation in the ASP. Several IRP participants, including Finland, the Federal Republic of Germany, Korea, and Thailand, reported extensive national programmes of translation and publication of documents from international organisations.

In several countries, in the teaching of foreign languages, UNESCO and United Nations documents - such as extracts from the UNESCO *Courier* on current topics - are translated in upper grades of Associated Schools and then made available to students at lower levels.

DISSEMINATION THROUGH INTERNATIONAL NETWORKS

Bulgaria has made efforts to ensure that products of the ASP network are available to members of the network outside the country. Reports on work by a school psychologist on helping students in interpersonal conflict resolution, written in Bulgarian, were translated into English and French by teachers in an ASP establishment. The full-length book

Challenges to Human Rights and Peace was prepared in English and published for use in the ASP network.

Production of shared curriculum materials and teaching guidelines is a main objective of many co-operative projects between ASP member countries. An inter-regional project in the early 1980's - with participants from Asia, Europe, Latin America, and the Pacific - experimented with methods for co-operative development. Current ongoing regional projects such as the Baltic Sea Project involve similar endeavours.

LINKAGES AND TWINNING

Long-term linkages have been set up by many countries and operate successfully. Twinning of schools and student exchanges are reported, for example, by Bulgaria, Finland, and Trinidad and Tobago. In other cases, Associated Schools are encouraged to play an important role in other exchanges which arise only periodically.

Representatives of ASP teacher colleges from Thailand attended a "Sub-regional Training Seminar for Students from Teacher Training Colleges" held in Indonesia.

ASP students and teachers were among the participants in a joint project between Argentina and Spain concerned with the celebration of the "Encounter of Two Worlds" in 1991-92. Schools exchanged art work, writings, and other artifacts as part of a process which involved travel of delegations between Argentina and the Canary Islands.

Australia uses linkages as a major part of international education activities. In connection with the IRP, Australian Associated Schools reported on activities such as: twinning with schools in Moscow and Trinidad, videotaping of a rap dance contest related to human rights which was sent to Moscow, sponsorship of a boy in Kenya through the World Vision Project, and forwarding of English-language materials for literacy purposes to two high schools in Vanuatu. One form of twinning used by Canberra High School originally involved a linkage with a school in Tonga. While the twinning was discontinued, the programme was made the basis for helping to integrate students who immigrate from Tonga as well as for activities linking the ASP Club with Tongan students' parents in the Canberra area. This line of

activity closely parallels similar projects undertaken within the Federal Republic of Germany to promote intergroup understanding, particularly with resident foreign workers.

MEDIA USE

The UNESCO Secretariat regularly receives press clippings from many countries demonstrating the interest shown by the press in ASP activities. In the recent IRP, the Federal Republic of Germany presented a large collection of dozens of recent articles about Associated Schools from newspapers and reviews throughout the country. Media coverage often extends to television and radio. The Bulgarian report on the IRP noted that the Bulgarian television system had made two broadcasts on the Associated Schools.

ACTION

1. National co-ordinators have a particular responsibility to ensure that international communication flows are maintained. Reporting annually to each country's national co-ordinator and to UNESCO is a condition placed upon schools joining the ASP. The fulfilment of commitments to provide information both to UNESCO headquarters and to other participants is a cornerstone of Associated Schools operations. Short but regular communication is far more useful for project operations than lengthy and complex messages delivered without regularity.

2. National co-ordinators should pay particular attention to providing reports on activities that may be of use in the network and send the UNESCO Secretariat summaries that may help in preparing publications such as *Looking at the ASP* and *International Understanding at School*. Where possible, press coverage of ASP activities and notice given to the ASP by public figures (speeches,

visits on special occasions) should also be reported.

3. National co-ordinators should assist schools in organising international contacts and provide advice on how to achieve successful linkages. In particular national co-ordinators and ASP schools are always advised to proceed gradually, starting with the modest objective of establishing a set of working relationships during an initial phase. Only after understandings have been reached about such issues as communication methods and mutual responsibilities, should more complex projects be undertaken. In terms of first contacts, it is important that the teacher take the lead and ensure that correspondents are willing to co-operate, prior to engaging student energies in an exchange or linkage.

4. Direct exchanges between schools in the ASP network depend entirely upon the accuracy of registers of participants. National co-ordinators should ensure that the listings for their country are up to date and inform the UNESCO Secretariat of changes. If schools become aware of inaccuracies for their entry, it is essential that they take measures to ensure corrections are made.

5. National authorities should make every effort to ensure that UNESCO and United Nations publications are available in national languages and to keep ASP co-ordinators informed of means of acquiring and distributing them to schools for educational purposes. Special efforts should be made to ensure translation of important documents into national languages that are not working languages of the United Nations system.

6. Choice of programme themes for study in ASP schools should take into consideration international events such as international years or international projects like the one on the Silk Roads, in order that teaching can benefit from the stimulus of media attention and the opportunity to use documents produced by international organisations on the activities.

2. Participation in international and interregional projects

RATIONALE

Collaboration between educators in different countries provides an extraordinarily useful means for expanding and deepening the scope of the international experience provided through the UNESCO Associated Schools. On the basis of recommendations from participating educators and their national authorities, for the last two decades the ASP has promoted increasingly project-centred co-operation.

> An increasing environmental awareness of the growing generations and a set of values that internalizes the importance of the environment will be fundamental conditions when working for a better environment. **Hon. S. Pietikäinen, Minister of the Environment, Finland.**

During the current IRP, the Baltic Sea Project provided a vivid example of how such co-operation can be carried out. Its success was dependent in large measure upon the willingness of the participating schools and educational authorities to assume effective responsibility for "doing their share" in ensuring success. The project has served as a model for other endeavours including a Blue Danube Project, a North Sea Project, and the proposed Caribbean Sea Project. The Baltic Sea Project is used as the prime example in this section, though space allows giving only very brief glimpses of the dimensions and multitude of activities carried out.

EXAMPLES

A CO-OPERATIVE EXAMPLE: THE BALTIC SEA PROJECT

The Baltic Sea Project (BSP) arose from an idea presented at the fourth UNESCO Conference of Ministers of Education in Paris in 1988. At the first meeting of the IRP, Finland and Germany expressed strong support for the idea. Finland undertook co-ordination as its contribution to the IRP and invited all countries surrounding the Baltic Sea to participate. Current participation comes from Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Sweden, and Russia.

The project grew very rapidly to form a network of approximately 180 schools and other educational institutions. Each country has a national co-ordinator

for the project, with intensive in-school activities in most of the network.

The collaboration is built around common programmes on key environmental issues, including: (a) Baltic Sea Schools Research Campaign, (b) Water Quality Programme, (c) Coastwatch BSP, and (d) "Baltic Sea 2000", a programme of research on users of the Baltic Sea. The co-ordination of activities within these programmes is handled by three different countries and includes collaborative links with institutions such as the Baltic Sea Marine Protection Commission and the Science Education Institute in Kiel, Germany.

The organizers set up a Catalogue of School Activities, which provides a centralized data bank with information on schools and their activities. The catalogue has been published and distributed twice. A *BSP Newsletter* provides a regular means of communication, to supplement meetings of project working groups.

By the time of the Fourth Consultation on the BSP, held in 1992, sufficient progress had been made in developing curriculum and teaching aids that a decision was taken to publish guide booklets developed by teachers in the project. The initial publications include two on assessing water quality - by physical and chemical measurements and by bio indicators - and one on "tracing the water", consisting mainly of materials from art teachers, including a book, a video, and a series of slides.

ACTION

1. Members of the ASP throughout the world should review their own situation to determine whether joint international projects can be undertaken. If they feel such activities are possible, they should initiate contacts both with potential partners and with the UNESCO Secretariat.

2. Participants in international projects should study carefully the information available on successful models of operation of projects, such as the BSP, to determine the guidelines they will set for themselves. In the light of this,

they should also set clear expectations for themselves and for other members to ensure that participants play an active role and contribute effectively to joint activities.

3. National authorities who encourage international co-operative projects should take steps to ensure that resources are available to permit their own ASP network to fulfill the responsibilities undertaken in the joint enterprise.

ASP students in Tunisia learn about the work of the United Nations

Bulgarian ASP students reflect on human rights issues

National/School Authority Roles	ASPRO School Roles	Direct Outcomes
Approval of entry to project	Application to enter/start up School-initiated projects (own resources)	In-school innovation Local outreach (parents, immediate community)
Basic support -coordination -selection of network schools -clarifying activities -recording & documenting activities -assessing effects	School activities with basic support	Larger numbers of Associated Schools in project Between-school flows of ideas More visible local outreach Improved atmosphere for innovation
Support (Stage 1) for multiplier effects -organising school and project teams/ between-school cooperation -developing and disseminating teaching materials/project documentation -establishing linkages with other parts of educational system, other institutions etc.	School activities multiplied by extra support	Strengthened quality of in-school activities; more effective collaboration Use of teaching materials/ aids outside Associated Schools Stimulus for central/regional decision making on curricula, teacher training Outreach to region or nation through cooperating institutions
Support (Stage 2) for multiplier effects -decisions for use of results in mainstream institutions -curriculum changes -teacher training	School activities used as testbed and demonstration for implementing reforms for whole system	Large-scale use of ideas in mainstream education

Other outcomes: International contacts, spin-off innovation in other national settings

Figure 1